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EDUCATION WEEK

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Drop in Scores On Reading Test Baffles Experts

By Robert Rothman

The National Assessment of Educational Progress and the U.S. Education Department are investigating an "anomaly" in the results of NAEP's 1986 reading test that has confounded testing experts and delayed the reporting of the results by at least four months.

The test scores, which showed inexplicably large drops in reading performance among 9- and 17-year-olds since the previous assessment, are apparently the first such abnormal results NAEP has experienced in its 18-year history.

"This is posing a real mystery here for us," said Archie E. Lapointe, NAEP's executive director.

Officials of the assessment, which is administered by the Educational Testing Service under contract to the Education Department, last week submitted a report on the matter to NAEP's technical advisory panel.

"I'm pretty disgusted by this," said Chester E. Finn Jr., the department's assistant secretary for educational research and improvement. "There is a strong possibility that something went awry with the test design or administration."

Mr. Lapointe said that safeguards written into the new contract for the assessment, which require extensive field testing of design changes, make it unlikely that a similar incident will occur in the future.

Nevertheless, the agency will change its procedures if testing experts uncover a problem in NAEP's techniques, Mr. Lapointe

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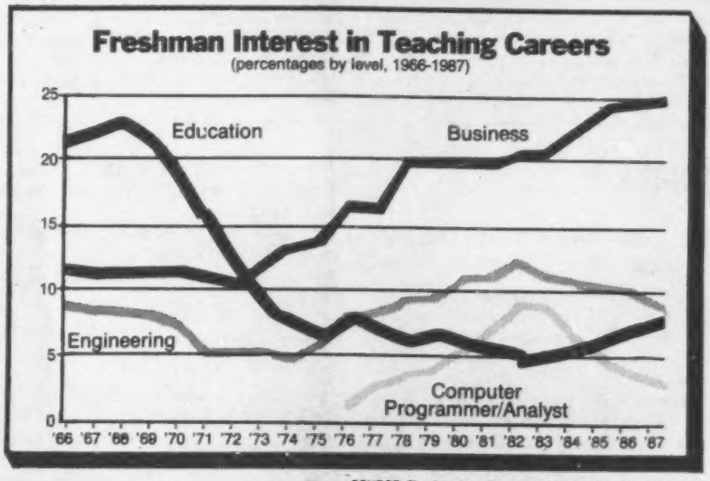

SOURCE: The American Freshman: National Norms for Fall 1987

After a long downward trend, the percentage of college freshmen expressing interest in a teaching career is rising—up by two-thirds since 1982. See story on page 5.

AIDS in Schools: Compassion Vs. 'the Public's Right To Know'

By Debra Viadero

Cabell County, W. Va., school officials were seeking an AIDS policy with compassion—one that would protect the classroom, but also the identity of an afflicted child.

But after months of debate over how best to handle students with disease, one point became clear: a few parents had a different idea of where the emphasis should lie.

As Herbert Varney, the assistant superintendent, recalls, they raised the same question at every public hearing:

"What about us? We have a right to know if our child comes in contact with a child who has AIDS."

Looking back on the process, Mr. Varney says that the issue of confidentiality was "one of the hardest to deal with."

"What you're really dealing with," he says, "is the public's right to know versus the individual's right to privacy."

And it is that dilemma school officials nationwide are facing as they confront the inevitable reality that someone with AIDS—a teacher, a pupil, or a staff member—will pass through their school sys-

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Court Upholds Censorship of Student Press

Its 5-to-3 Ruling Sets Limits for 'Expression'

By Tom Mirga

WASHINGTON—The U.S. Supreme Court ruled last week that school administrators have sweeping authority to regulate student speech in school-sponsored publications and activities.

Full text on page 20.

Acting in a case stemming from the censorship of a St. Louis-area high-school newspaper in 1983, the Court held 5 to 3 that its landmark 1969 decision that students "do not shed their constitutional rights . . . at the schoolhouse gate" does not apply to student expression that the public "might reasonably perceive to bear the imprimatur of the school."

"This standard is consistent with our oft-expressed view that the education of the nation's youth is primarily the responsibility of parents, teachers, and state and local school officials, and not of federal judges," wrote Associate Justice Byron H. White for the majority in *Hazelwood School District* v. *Kuhlmeier* (Case No. 86-836).

"It is only when the decision to censor a school-sponsored publication, theatrical production, or other vehicle of student expression has no valid educational purpose," he continued, "that the First Amendment is so directly and sharply implicated as to require judicial intervention to protect stu-

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Administrators Seen To Be Out of Step With General Public

By Blake Rodman

WASHINGTON—The administrators running the nation's public schools are an "insular group" whose views on a wide range of educational issues, and the quality of education in general, differ sharply from those of the public, concludes a new federally funded study.

The survey of 3,577 district superintendents and elementary- and secondary-school principals provides evidence that "the administrators of our public schools are generally of one mind and have their heels dug in," argued C. Emily Feistritzer, author of the report and director of the National Center for Education Information, a private, for-profit research and publishing firm based here.

"There are no significant differences in attitudes between school administrators in their 30's and those in their 60's," Ms. Feistritzer said in releasing the findings last

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Suit, Charges of Fraud Casting Shadow Over Vocational Sector

Indictments Loom for New Jersey Officials

By William Montague

Governor Thomas Kean of New Jersey is predicting that several officials in the state education department will soon be indicted as part of an investigation of grants awarded by the department's vocational-education division.

At a press conference this month, Mr. Kean acknowledged that department auditors and the state attorney general's office are both reviewing charges of conflict-of-interest in the vocational division.

Four officials in the division have already been fired for their alleged role in the scandal. "This is a criminal investigation. Indictments, I believe, are about to be issued," Mr. Kean said at the Jan. 5 press conference.

Saul Cooperman, the state's education

Continued on Page 28

Ohio State Suing Over Tainted Grant Process

By Reagan Walker

Ohio State University has filed suit against the U.S. Education Department, charging that the department failed to provide adequate peer review in the bidding process for the grant to operate the National Center for Research in Vocational Education.

The university, which has been the center's headquarters for a decade, lost the five-year, $30-million grant this month to a consortium of research institutions led by the University of California at Berkeley.

The suit, filed in U.S. District Court in Columbus on Jan. 8, seeks to block the launch of the Berkeley center until a review of the grant applications by a new panel is conducted. The judge in the case has thus far imposed a 10-day temporary restraining order.

The legal action adds yet another layer to the accumulation of charges and countercharges that began last October, when word was passed to Ohio Congressmen that the

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Also in the news

Some Schools Teaching In Two Languages
More schools are turning to bilingual immersion as a way to to teach immigrant children English while teaching other pupils a foreign language.
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Principal Under Fire Gets White House Call

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High Stakes Cited In Census Dispute
The resignation of a Census Bureau official ignites hot debate over the undercounting of minorities in the decennial census—a problem for schools.
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IN SUMMARY

Talking About a Merger
Leaders of the California affiliates of the nation's two largest teachers' unions will meet next week to discuss a controversial merger proposal offered by the state affiliate of the National Education Association. **Page 5.**

Update on Drug Use
Data released last week from an annual survey of drug use by high-school seniors suggest a cooling of teen-agers' "unhealthy romance" with cocaine and most other illicit drugs, the director of the federally funded study says. **Page 6.**

A Boost for Geography
The National Geographic Society will put $20 million into a new foundation aimed at eliminating widespread "geographic illiteracy" among American students, the president of the society announced last week. **Page 6.**

Exhorting the Candidates
Moving to boost Presidential candidates' awareness of education issues as the 1988 election year gets under way, two major groups have released ambitious policy proposals for K-12 and higher education. **Page 9.**

Education on the Agenda
As governors throughout the nation deliver their 1988 State of the State addresses, a new survey indicates that education finance will regain a place near the top of the legislative agenda in many states this year. **Page 12.**

Choice and 'Privatization'
President Reagan's commission on "privatization" of government activities will strongly endorse the idea of parental choice in education, but fall short of urging that private schools be included in a proposed voucher plan. **Page 15.**

Improving the Lunch Program
lobbyists are praising new legislation approved by the Congress that is intended to increase the freshness and usefulness of food distributed under the federal government's school-lunch program. **Page 16.**

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ACROSS THE NATION

NATIONAL

College Enrollments Steady in 1987, U.S. Education Department Finds

By actively recruiting women and part-time students, colleges have been able to stave off an expected decline in enrollments, according to figures compiled by the U.S. Education Department.

The department reports that, despite a drop in the number of 18-to-24-year-olds, the number of college students remained stable between the fall of 1986 and the fall of 1987, maintaining higher education's all-time-high enrollment level of roughly 12.5 million.

Women constituted 53 percent of total enrollment last fall, according to a department survey, and part-time students accounted for 42 percent of the total. Although these proportions have remained steady throughout the 1980's, department researchers said, the numbers of women and part-time students have grown steadily during the decade.

The findings, based on a survey of fall enrollments at 635 postsecondary institutions, represent early estimates of enrollment. Actual totals will be released next fall.

Free copies of a report of the findings, "National Estimates of Higher Education Statistics: 1987," are available from the department. The toll-free telephone number is 1-800-424-1616.

STATES

N.J. Law Officers, School Officials To Expand Undercover Drug Probe

New Jersey school administrators have been briefed by the state attorney general's office on the expansion of an undercover drug operation that last month netted three dozen arrests at six high schools.

Operation Deterrence, the code name for the undercover probe, was undertaken after a tougher state law aimed at school-related drug transactions took effect last summer.

The investigation has involved the use of state troopers posing as students and may, in its expanded version, deploy the drug agents as teachers, custodians, and other school personnel.

In addition to normal criminal penalties, the new law imposes a mandatory three-year prison sentence for drug sales or possession within 1,000 feet of a school or school bus. It also includes penalties for selling drugs to minors and for using minors in drug-distribution rings.

Thomas Cannon, a spokesman for the state attorney general, said the troopers had been posing as students since September. Educators at the schools involved were aware of the program, he said, although most did not know the identity of the undercover officers.

Of the 36 people arrested last month, 26 were students. The arrests came as the result of the troopers' either purchasing drugs from the suspects or observing them in the act of completing drug transactions.

According to John Haggerty, also a spokesman for the attorney general's office, the meeting this month with school officials and representatives from county attorneys' offices focused on how the program could be expanded to other school districts. The groups will develop guidelines for when law-enforcement officials should be summoned to school buildings for drug-related incidents.

The guidelines will lead to written agreements between school officials and county-based narcotics forces, according to Mr. Haggerty.

Loss of Revenues, Students Threatens Rural Schools in N.D.

A declining farm economy, disappointing levels of high-school achievement, and the prospect of a severe teacher shortage are putting increased pressure on North Dakota's small and rural schools, according to a new study.

The study, conducted by the Mid-Continent Regional Education Laboratory as a guide for state policymakers, argues that a steady decline in both student population and tax revenue will force many smaller districts to consolidate in coming years.

Those that remain, it says, will need to develop more cooperative measures to deliver programs they cannot afford to offer alone.

"We can't expect to do more the way we have been doing things in the past," said Clarence Bina, director of special programs for the state education department.

According to Mr. Bina, the research group worked with the department to develop an "environmental scan" of each school system, taking into account the educational, economic, and demographic factors that affect academic performance.

The study is part of North Dakota's first attempt to involve all state agencies and education interest groups in the process of developing a comprehensive plan for future policy, said the state superintendent of public instruction, Wayne Sanstead.

The department has formed nine task forces to consider the report's conclusions, Mr. Bina said, and plans to eventually submit recommendations to the legislature.

According to Mr. Bina, 67 percent of the state's school districts have fewer than 250 students. While North Dakota ranks high nationally in academic achievement in the early grades, he said, high-school scores are considerably lower, a trend he attributed to the lack of resources in many smaller schools.

■ **Calling Vermont's special-education funding system "antiquated, inefficient, and unfair,"** a commission appointed by Gov. Madeleine M. Kunin has concluded that it should be replaced with a new one that adequately serves all students with special needs.

"Educators want a funding formula based on the actual level of services available and which gives predictability to local budget-making," the commission states in a report presented to the Governor late last month.

The three-part system recommended by the panel would include: block grants based on the number of teachers, administrators, and specialists needed to meet state standards; reimbursements for expenditures above the block grant; and payments for extraordinary services.

■ **California's superintendent of public instruction has urged school officials in the state to turn off refrigerated drinking fountains** until the water in them has been evaluated for lead content.

In a letter to district and county supervisors last month, the state school chief, Bill Honig, responded to recently released federal research data showing that the lead content in electric water coolers may be unacceptably high, posing a particular danger to young children, who are more susceptible to the physical and mental effects of toxicity.

Mr. Honig said school officials should work with local water authorities to make sure their water is safe, and suggested that they provide alternative sources of drinking water for students and staff members until the analysis is complete.

DISTRICTS

Ruling Says California District Due State Money for Desegregation Costs

In an unprecedented ruling, a California judge has ordered the state to reimburse the Long Beach Unified School District for $35-million in desegregation-related expenses, including $7 million in interest accrued since 1977.

Citing a California law saying the state may not order school districts to implement programs without reimbursing them for any expenses they incur, Superior Court Judge Robert Weil ruled this month that a 1977 state mandate that districts adopt desegregation measures made it liable for costs involved.

Although the ruling is binding only in the Long Beach case, more than 30 additional districts have petitioned the state for reimbursement, and dozens more may be eligible to do so, according to state officials.

The state has 60 days to file an appeal in the case, said Alan Ashby, a spokesman for the attorney general's office.

Virginia District, in Spotlight Over AIDS Brouhaha, Eyes New Policy

In the aftermath of a controversy in Fairfax County, Va., over the right of a 5-year-old child with AIDS to attend kindergarten, the superintendent of schools has recommended a formal policy for dealing with students who have the disease.

The policy, currently under review by the county's school board, would set up a panel of medical professionals, school officials, and others to consider such children on a "case by case" basis. It would weigh such factors as medical condition, behavior, neurological and physical development, and possible risks to the child or others.

The controversy in Fairfax County—one of the largest school systems in the country—followed a suit filed last month by the child's mother to force her readmission. School officials maintained that they had removed the girl from the classroom temporarily while they debated whether to allow her to continue attending school.

But the debate gained national attention after *The Washington Post* quoted Superintendent of Schools Robert R. Spillane as saying, "The kid will be dead in a few months. What's the point of the lawyer?"

Though the newspaper has not retracted its story, it ran a front-page analysis of the incident on Jan. 10, citing the fact that Mr. Spillane and other reporters who had heard his conversation with the *Post* reporter said the quote had been taken out of context. They said the superintendent was

Congress Quietly Approves Bill on School-Lunch Food

By Julie A. Miller

WASHINGTON—The Congress has given final approval to legislation designed to improve the freshness and usefulness of food distributed through the school-lunch program.

Education lobbyists have generally hailed the measure, adopted last month without a formal House-Senate conference.

Districts "will start to see an improvement" in the program after the current school year, predicted Bruce Hunter, associate director of the American Association of School Administrators.

"They will have more latitude over what they get and more say over the quantity in which it arrives," Mr. Hunter said. "There will be a lot more thought given to the style and size of the stuff that is delivered and to the timing."

Mary Klatko, chairman of the American School Food Service Association's legislative committee, said schools can look forward to advance notice of deliveries, the end of late-spring arrivals necessitating summer storage, and improved communication with the Agriculture Department.

Under the measure, districts will be required, "whenever possible," to purchase only American-produced food for their lunch and breakfast programs, although the Secretary of Agriculture will have broad authority to issue waivers.

House and Senate sponsors agreed without a formal conference to a final version of the legislation that is similar to the much stronger House bill, which mandated improvements, rather than merely urging changes "as feasible," and contained other requirements the Senate bill did not. *(See Education Week, Oct. 28, 1987.)*

Many of the House bill's strict deadlines were relaxed, however, and language was inserted to give the Agriculture Department leeway under certain circumstances.

Despite those qualifications, Mr. Hunter, who led a coalition of education and food-industry organizations in lobbying for the House bill, had nothing but praise for the final version.

"I think [phasing in the improvements] will be done in a timely way," he said. "There's no reason to assume that the Department of Agriculture and the commodity producers don't feel it's in their best interest to have their clients in school districts happy with what they're doing."

U.S.D.A.'s Reservations

Tom Sullivan, director of analysis and evaluation for the Agriculture Department's Food and Nutrition Service, said U.S.D.A. officials, who supported the Senate bill, were not entirely satisfied with the final version.

"It's better than what we were looking at" in the original House version, Mr. Sullivan said.

But he reiterated the department's argument that requiring it to bow to consumers' demands for certain products and delivery schedules would make it difficult to manage the program and adequately absorb the flow of surplus commodities.

"The department has an overall responsibility to balance objectives . . . to maintain orderly markets in the agricultural sector and to provide food assistance domestically," Mr. Sullivan said. "This bill will make that more complex, and does not necessarily achieve the objectives that are set out."

The U.S.D.A. is pleased, however, that the final language provides some flexibility absent in the House bill, he said.

For example, although the legislation requires the department to offer items that are most useful to consumers, to offer optional sizes, and to establish delivery schedules meeting consumers' needs, it says the department can do so "taking into account the duties" of the Secretary of Agriculture to purchase surplus commodities.

While the bill requires the department to give recipients 60 days' notice of an impending delivery, it requires only as much notice as possible when perishable fruits and vegetables are involved.

In addition, several senators specified in debate on the measure that they did not intend it to force the department to spend more for commodities.

Mr. Sullivan contended that the legislation was unnecessary, because many of the complaints that spurred it "were well on their way to being resolved." He cited the American School Food Service Association's praise of the department's efforts and the organization's support of the less-stringent Senate bill.

Ms. Klatko said that although the A.S.F.S.A. had supported the more flexible version, she was "delighted" to see a commodity bill pass.

She said that the organization "wants to maintain a cooperative relationship" with the Agriculture Department and realized that the more restrictive language "would be a problem for them."

Other Provisions

Among other provisions, the new legislation:

- Establishes an advisory council of food producers, distributors, and recipients whose advice the U.S.D.A. must consider in making purchasing decisions;
- Mandates that commodities distributed be as consistent as possible with federal dietary guidelines;
- Requires the U.S.D.A. to monitor states' distribution of commodities to school districts, to establish mandatory fee schedules for handling and storage charges, and to draw up minimum state performance standards;
- Requires states to offer a full range of available commodities to each district, to evaluate their delivery systems, and to consider districts' storage capacity before delivering commodities;
- Mandates that districts receive commodities no later than 90 days after placing an order;
- Extends through 1990 an experimental program under which 60 school districts receive cash or letters of credit with which to purchase commodities instead of receiving foodstuffs; and
- Permits states to spend on administrative costs a portion of any money saved by buying food in volume to distribute through the Women, Infants, and Children nutrition program. This will allow states to use those savings to add more needy people to the program.

DATABANK

1988 Federal Education Budget

	FY 1987	FY 1988 President's Request	FY 1988 House Bill	FY 1988 Senate Bill	FY 1988 Enacted
			(in thousands)		
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Grants to local educational agencies	$3,453,500	$3,636,853	$4,075,000	$3,953,500	$3,829,600
State agency programs:					
Migrants	264,524	264,524	278,000	284,000	269,029
Handicapped	150,170	150,170	158,000	156,000	151,269
Neglected and delinquent	32,616	32,616	34,000	34,000	32,552
State administration	37,107	40,000	40,000	40,000	38,296
Evaluation and technical assistance	6,246	20,000	10,000	7,500	7,181
Total, Chapter 1	**3,944,163**	**4,144,163**	**4,595,000**	**4,477,000**	**4,327,927**
Migrant education:					
High-school equivalency program	6,300	—	6,600	7,600	7,276
College assistance migrant program	1,200	—	1,400	1,400	1,340
TOTAL, compensatory education programs	**3,951,663**	**4,144,163**	**4,603,000**	**4,486,000**	**4,336,543**
IMPACT AID					
Maintenance and operations:					
Payments for 'a' children	533,000	533,000	568,000	550,000	536,144
Payments for 'b' children	130,000	—	145,000	117,000	134,036
Special provisions (Section 2)	22,000	10,000	22,000	10,000	15,318
Disaster assistance	10,000	—	—	—	—
Construction	22,500	5,000	22,500	24,000	22,978
TOTAL, impact aid	**717,500**	**548,000**	**757,500**	**701,000**	**708,476**
SPECIAL PROGRAMS					
Improving School Programs (Chapter 2):					
State block grants	500,000	500,000	500,000	500,000	478,700
Secretary's discretionary fund:					
Inexpensive book distribution (including RIF)	7,800	7,800	7,800	8,200	7,659
Arts in education	3,337	3,337	3,337	3,587	3,315
Alcohol- and drug-abuse education	3,000	—	—	—	—
Law-related education	3,000	3,000	3,000	4,000	3,830
National school volunteer program	—	—	—	400,000	383,000
National Diffusion Network	10,700	—	10,700	10,700	10,244
Discretionary projects	1,500	15,200	4,500	3,250	4,306
Total, Chapter 2	**529,337**	**529,337**	**529,337**	**530,137**	**508,439**
Drug-free schools and communities:					
State grants	161,046	82,800	161,000	207,000	191,480
National programs	38,954	17,200	39,000	43,000	38,296
Other Special Programs:					
Teacher training and improvement:					
State grants	—	64,000	—	—	—
National programs	—	16,000	—	—	—
Christa McAuliffe fellowships	2,000	—	2,000	2,000	1,915
Science and mathematics education	80,000	—	55,000	150,000	119,675
Training and advisory services (Civil Rights IVA)	24,000	—	25,000	24,000	23,456
Follow through	7,176	—	7,800	7,100	7,133
Territorial teacher-training assistance	2,000	—	2,000	2,000	1,915
General assistance for the Virgin Islands	5,000	—	5,000	5,000	4,787
Ellender fellowships	1,700	—	2,000	2,500	2,394
Women's educational equity	3,500	—	3,500	3,500	3,351
Magnet schools	75,000	75,000	75,000	75,000	71,805
Leadership in educational administration (LEAD)	7,177	—	7,177	10,000	8,222
Dropout prevention[1]	—	—	DEFER	(25,000)	(23,935)
Aid to the homeless[1]	4,800	—	7,500	3,750	4,787
Workplace literacy[1]	—	—	DEFER	(10,000)	(9,574)
Star schools[1]	—	—	DEFER	(20,000)	(19,148)
TOTAL, special programs	**941,490**	**784,337**	**921,314**	**1,084,987**	**987,856**
(House deferred)	**—**	**—**	**DEFER**	**(55,700)**	**(52,857)**
Total, authorized and House deferred	**(941,490)**	**(784,337)**	**(921,314)**	**(1,139,687)**	**(1,040,712)**
BILINGUAL EDUCATION					
Bilingual programs	99,161	99,161	105,701	105,701	101,198
Training grants	33,564	33,564	37,024	37,024	35,447
Support services	10,370	10,370	10,370	10,370	9,928
Emergency immigrant education	30,000	—	30,000	30,000	28,722
Reappropriation	—	—	—	1,302	1,247
Refugee Education grant[2]	15,886	—	15,886	15,866	15,209
TOTAL, bilingual education	**188,981**	**143,096**	**198,981**	**200,263**	**191,751**
EDUCATION FOR THE HANDICAPPED					
Education for the handicapped:					
State assistance:					
State grant program	1,338,000	1,259,381	1,490,000	1,500,866	1,431,737
Preschool incentive grants	180,000	85,500	199,000	218,000	201,054
Early-intervention program	50,000	—	62,000	75,000	67,018
Special-purpose funds:					
Deaf-blind projects	15,000	9,000	15,000	15,000	14,361
Severely handicapped projects	5,300	5,300	5,600	5,600	5,361
Early-childhood education	24,470	17,600	25,700	24,470	23,426
Educational technology and materials	4,986	4,986	5,000	5,000	4,787
Secondary and transitional services	7,300	7,300	7,700	7,700	7,372
Postsecondary programs	5,900	5,900	6,200	6,100	5,840
Innovation and development	18,000	18,000	19,000	18,000	17,233
Media services and captioned films	13,804	13,804	14,800	13,804	13,216
Regional resource centers	6,700	6,700	7,000	6,700	6,415
Recruitment and information	1,200	1,200	1,300	1,200	1,149
Special-education personnel development	67,730	00,000	71,000	67,730	66,410
Special studies	3,800	3,800	3,800	3,800	3,636
TOTAL, education for the handicapped	**1,741,800**	**1,468,191**	**1,913,500**	**1,988,990**	**1,888,919**

	FY 1987	FY 1988 President's Request	FY 1988 House Bill	FY 1988 Senate Bill	FY 1988 Enacted
			(in thousands)		
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
Rehabilitation services:					
Basic state grants	1,261,000	1,228,142	1,350,000	1,409,000	1,379,500
Supported Employment grants	24,190,000	—	25,400	26,470	25,935
Service projects:					
Special demonstration programs	24,880	27,400	28,785	26,110	26,110
Transitional funding	450	—	475	475	475
Recreational programs	2,330	—	2,470	2,330	2,470
Migratory workers	1,058	1,058	1,100	1,100	1,100
American Indians	1,500	—	—	—	—
Projects with industry	16,070	16,070	17,000	17,000	17,000
Helen Keller Center	4,600	4,600	4,800	4,800	4,800
Client assistance	7,100	7,100	7,500	7,500	7,500
Independent living:					
Comprehensive services	11,830	11,830	12,310	12,310	12,310
Centers	24,320	24,320	25,500	25,500	25,500
Services for older blind people	5,290	5,290	5,600	5,600	5,600
Training	29,550	25,838	30,000	30,000	30,000
National Institute on Disability and Rehabilitation	48,500	48,500	52,000	50,200	51,100
Evaluation	2,110	975	1,000	1,000	1,000
TOTAL, rehabilitation services and handicapped research	**1,484,758**	**1,401,123**	**1,561,940**	**1,619,395**	**1,590,400**
VOCATIONAL AND ADULT EDUCATION					
Vocational education:					
Basic grants	815,000	—	835,000	845,000	804,216
National research and data programs	11,000	—	13,000	22,050	25,658
Consumer and homemaking education	31,633	—	33,500	35,000	32,791
Business partnerships in high technology	—	—	—	20,000	—
State advisory councils	7,500	—	7,900	8,500	7,851
Community-based organizations	6,000	—	6,300	8,000	6,845
Bilingual vocational training	3,686	—	3,900	3,900	3,734
Adult education	112,881	130,000	130,000	130,000	124,462
TOTAL, vocational and adult education	**987,700**	**130,000**	**1,029,600**	**1,072,450**	**1,005,557**
STUDENT FINANCIAL ASSISTANCE					
Pell grants:					
Current year	3,862,000	2,710,000	4,450,000	4,500,000	4,260,430
Prior year shortfall	325,000	—	—	—	—
Supplemental grants	412,500	—	425,000	428,175	408,415
Work-study	592,500	—	625,000	614,423	568,249
Perkins' direct loans:					
Capital	188,000	—	200,000	188,000	185,736
Cancellations	22,000	26,000	26,000	25,000	24,892
Income-contingent loans	5,000	600,000	—	4,500	4,306
State student incentive grants	76,000	—	80,000	76,000	72,762
TOTAL, student financial assistance[3]	**5,483,000**	**3,336,000**	**5,806,000**	**5,837,098**	**5,544,792**
GUARANTEED STUDENT LOANS					
TOTAL, guaranteed student-loan program[4]	**2,717,000**	**1,178,574**	**2,425,000**	**2,935,600**	**2,585,000**
HIGHER EDUCATION PROGRAMS					
TOTAL, higher education programs	**480,428**	**176,111**	**584,450**	**512,448**	**534,471**
COLLEGE-CONSTRUCTION LOAN INSURANCE					
TOTAL, college-construction loan insurance	**—**	**—**	**20,000**	**20,000**	**19,148**
EDUCATION RESEARCH AND STATISTICS					
Education research and statistics	—	70,231	73,801	69,231	67,526
National Institute of Education	54,831	—	—	—	—
Center for Education Statistics	8,747	—	—	—	—
TOTAL, education research and statistics	**63,578**	**70,231**	**73,801**	**69,231**	**67,526**
LIBRARIES					
Public libraries:					
Services	80,000	—	85,000	80,000	78,986
Interlibrary cooperation	18,000	—	20,000	19,000	18,669
Training and demonstrations	1,000	—	1,000	500	718
Research libraries	6,000	—	6,000	6,000	5,744
Construction	22,500	—	22,500	23,600	22,595
Literacy initiative	5,000	—	5,000	5,000	4,787
Technology cooperation	—	—	5,000	2,500	3,590
TOTAL, libraries	**132,500**	**—**	**144,500**	**136,600**	**135,089**
PAYMENTS TO SPECIAL INSTITUTIONS					
American Printing House for the Blind	5,500	5,510	5,510	5,500	5,266
National Technical Institute for the Deaf	32,000	33,000	33,000	33,000	31,594
Gallaudet University	62,000	63,000	65,925	64,000	62,195
Howard University	170,230	170,230	179,865	174,230	172,203
TOTAL, payments to special institutions	**269,730**	**271,740**	**284,300**	**276,730**	**271,258**
DEPARTMENTAL MANAGEMENT					
Salaries and expenses	234,692	254,404	251,753	251,753	241,028
Office for Civil Rights, salaries and expenses	43,000	42,975	42,333	42,333	40,530
Office of the Inspector General, salaries and expenses	16,378	18,621	18,341	18,341	17,560
TOTAL, departmental management	**294,070**	**316,000**	**312,427**	**312,427**	**299,118**
TOTAL, EDUCATION DEPARTMENT					
Federal funds	19,473,503	13,985,555	20,636,613	21,211,239	20,126,983
(Funds deferred)	—	—	DEFER	(85,700)	(52,657)
TOTAL, authorized and House deferred	(19,473,503)	(13,985,555)	(20,636,613)	(21,296,939)	(20,179,460)

E.D. Budget Parley Nearly Over

WASHINGTON—Education Department officials are nearing the end of negotiations with the Office of Management and Budget on their fiscal 1989 spending plan, which will request more than $20 billion, according to Bruce Carnes, deputy undersecretary for planning, budget, and evaluation.

The total figure will be "closer to $21 billion," he said, "and when the ink dries, it could be more than that."

A request at that level would represent almost a $1-billion increase over the fiscal 1987 allocations recently signed into law, and would be the largest education-spending proposal of the Reagan Administration.

It would be only the second time an Administration education budget plan exceeded the Congress's prior appropriation. The first was in 1984, when former Secretary of Education Terrel H. Bell unveiled a $15.5-billion request for fiscal 1985, up $100 million from 1984 levels.

Footnotes

[1] New programs to be authorized later this year in omnibus education and trade bills.
[2] Requested as separate accounts.
[3] FY 1988 request reflects $2,797,000,000 of legislative savings.
[4] FY 1988 request reflects $1,333,809,000 of legislative savings in reconciliation bill and $287 million from FY 88 supplemental language not transmitted in the budget.

SOURCE: Education Department

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